



You Are Your Teaching Artists: Frame. Train. Retain.

Friday, February 22, 2019

9 am – 12 pm



Mortén Group



WELCOME & HOUSEKEEPING

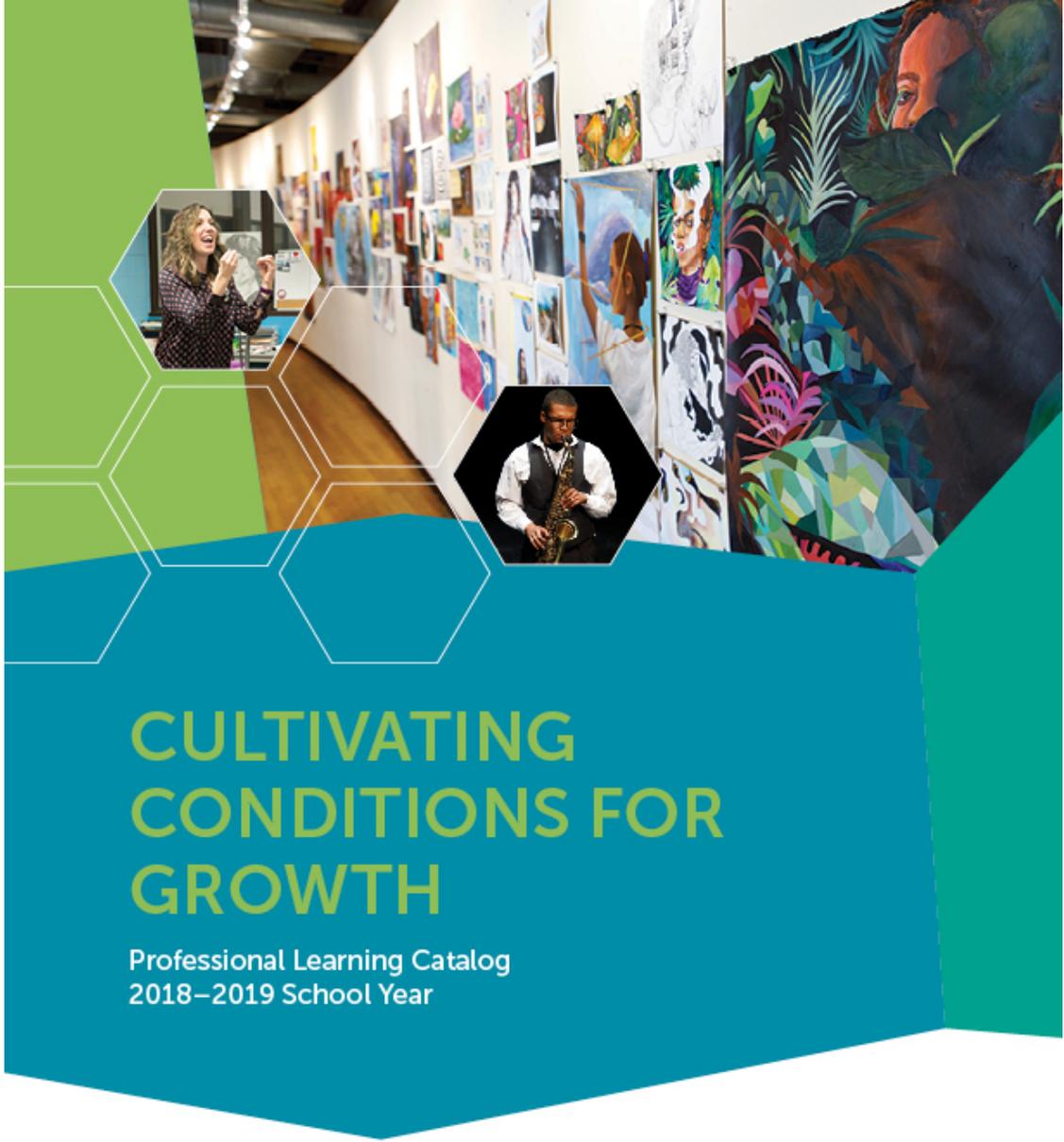
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CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog
2018-2019 School Year

ingenuity



DEPARTMENT of ARTS EDUCATION



UPCOMING EVENTS

Rising Up Through Story

February 28, 2019 | 1:00PM – 5:00PM

Shifting the Power: Developing Personal Self-Awareness

March 7, 2019 | 4:30PM – 7:30PM

Perform, Present, Produce: Educator as Artist- Media Arts

March 13, 2019 | 4:30PM—6:30PM

Rules of Engagement: Activating Student Learning

March 19, 2019 | 4:30PM—6:30PM



Welcome!

Jessica Kadish-Hernández and Vince Pagán,
Consulting Associates,
Morten Group





- 1) Teaching artists make important contributions to arts education in schools, and
- 2) Teaching artists should receive high quality preparation and support commensurate with their responsibilities in schools.

–“Survey of Teaching Artists in
Dance and Theatre,”
Anderson & Risner, 2012



“There’s never a doubt about why your work matters. As a TA, I am able to see drastic changes in my students’ ability not only to execute tasks we’re teaching them, but also in their perception of the world around them.”

–Morten Group survey, 2019



Organizational Quality Framework

Focus Area 1: Build capacity for quality.

Component 1B: Create a healthy organizational culture.

GOAL: Organizations build an intentional culture that supports quality teaching and learning.



ORG1B: Create a healthy organizational culture.

- 1. Onboard Teaching Artists*
- 2. Retain Teaching Artists*
3. Cultural Inclusion
4. Advance Equity
5. Staff Diversity

The logo for 'AGENDA' features three overlapping circles in shades of green and blue, with a small orange star above the top circle. The word 'AGENDA' is written in a bold, blue, sans-serif font to the right of the circles.

AGENDA

- *Research:* examine the literature
- *Discussion:* share experiences
 - *Scenarios:* support TAs
- *Fierce Conversations:* explore tools



LEARNING OUTCOMES

- ***Understand*** the importance of organizations empowering Teaching Artists to demonstrate their skills and build a positive classroom culture, engage in personal and artistic self-awareness, and positively represent the organization
- ***Determine*** different methods to assess Teaching Artist strengths, opportunities for growth, and create a plan for relevant professional development opportunities
- ***Learn*** strategies to create a professional learning community and support system within the organization for teaching artists



GROUP AGREEMENTS

- Be present
- Take space / make space
- Vegas rule
- “I” statements
- Respect one another
- Take care of yourself
- Have courageous conversations
- Others?



Teaching Artist Demo

Thinking on our feet, starting in our shoes

Where I'm Coming From



Morten Group



**A memorable arts
education experience you
had as a student.**



**A memorable arts
education experience a
student at your
organization has had.**



**A moment of working
with a teaching artist
that challenged you.**



**A moment of working
with a teaching artist
that you're proud of.**



**Something your
organization does well to
support teaching artists.**



**Something your
organization could do
better to support teaching
artists.**

Literature Review: TA Studies



Morten Group

- Snyder & Fisk (2016)
- Anderson & Risner (2012)
- Rabkin et. al. (2011)
- ATA "Teaching Artists and Their Work"
Online Survey (2009-2010)
- Saraniero (2009)



Theme 1: Part-Time

</> 26 hours per month

75% / 50% / 25% of their time

2.7 employers / 245 hours per year



Theme 2: Education and Preparation

Highly educated

Varied levels of preparation and training



Theme 3: Mentoring and Experiential Learning

“Learning by doing”

Feedback and support from more
experienced teaching artists

Observing and being observed



Theme 4: Professional Development

Desired but unaffordable or unattainable

Snyder & Fisk sample: half received one day or less of professional development in the last year



Theme 5: Feedback

Feedback Correlates with Preparedness

“Perceived frequency of feedback was related to whether the teaching artist felt fully prepared”

“Of teaching artists who reported feeling less than fully prepared for their most recent placement, more than half reported that they rarely or never received feedback about their teaching”



Limitations

Teaching artists of color continued to be underrepresented in an already-small body of research literature.



QUESTIONS

- Recurring themes/needs at your organization?
- Unique themes/needs for teaching artists of color?
- How do teaching artists express their needs at your organization?



Ingenuity Quality Toolkit

Organizational Framework Diagnostic Tool



Scenarios

Frame, Train, Retain

“Practice Makes Progress”





Identify:

- The issue/s in your scenario.
- The potential challenges/barriers to addressing the issue/s.
- How best to respond to the situation within your role at the organization.
 - How could this be anticipated (at the onboarding: frame level)?
 - How could this be responded to in the moment (at the ongoing: train/retain level)?



“Provide clear channels of communication, information from the organization about their pedagogy, ethics, or other moral guideposts that allows teachers to shape content that is in line with the organization and the program itself.”

-Morten Group survey respondent



“Finding a way to make teaching artist feel appreciated and a little less alone when visiting multiple schools. LISTENING and SUPPORT. Creating clear and open pathways of communication.”

-Morten Group survey respondent



Fierce Conversations

Tools adapted from Susan Scott's
*Fierce Conversations: Achieving Success at Work
& in Life, One Conversation at a Time* (©2002,
2004, 2017)



Four Purposes of Fierce Conversations:

1. Interrogate reality
2. Provoke learning
3. Tackle rough challenges
4. Enrich relationships



Seven Principles of Fierce Conversations:

1. Master the courage to interrogate reality
2. Come out from behind yourself into the conversation and make it real
3. Be here, prepared to be nowhere else
4. Tackle your toughest challenge today
5. Obey your instincts
6. Take responsibility for your emotional wake
7. Let silence do the heavy lifting



Opening Statement (60 seconds):

1. Name the issue
2. Illustrate behavior or situation you want to change
3. Describe emotions about the issue
4. Clarify what is at stake
5. Identify your contribution to the problem
6. Indicate your wish to resolve the issue
7. Invite partner to respond



Using the Fierce Conversations Model: Preparation

1. Name the issue (“I want to talk with you about the effect ___ is having on ___.”)
2. Select a specific example that illustrates the behavior or situation you want to change (“For example, ___.”)
3. Describe your emotion around the issue (“I feel ___.”)
4. Clarify why this is important – What is the stake to gain or lose for you, for others, for the team, or for the organization. (“From my perspective, the stakes are high. ___ is at stake. And most importantly, ___ is at stake.”)



Using the Fierce Conversations Model: Preparation

5. Identify your contribution(s) to the problem. (“I recognize my fingerprints. I have/may have ___. For this, I apologize.”)
6. Indicate your wish to resolve this issue. [I want to resolve this with you (re-state the issue).”]
7. Invite your partner to respond (“I sincerely want to understand your perspective. Talk to me.”)



Using the Fierce Conversations Model: Interaction

- Inquire about your partner's views. Use paraphrasing and perception check. ("Let me make sure I understand.")
- Dig for full understanding: don't be satisfied on the surface.
- Make sure your partner knows that you fully understand and acknowledge their position and interests.



Using the Fierce Conversations Model: Resolution

- What have we learned?
- Where are we now?
- Has anything been left unsaid that needs saying?
- What is needed for resolution?
- How can we move forward from here, given our new understanding?

Fierce Conversations



Morten Group



Frame, Train, Retain

Creating intentional cultures that support quality
teaching and learning



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Please complete a paper evaluation.



Housekeeping

- Recycle Name Badges
- Please clear trash



Thank You!

Jessica Kadish-Hernández and
Vince Pagán,
Consulting Associates,
Morten Group